

Winning Isn't Everything: *Putting the "Sports" in Sportsmanship*

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Grade Level 6
Duration 1-4 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places.

Element 4: Human Systems

14. How human actions modify the physical environment.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

Arizona Geography Strand

ELA

Reading

Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Writing

Production and Distribution of Writing

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language

Vocabulary Acquisition and Use

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems.

6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.

Overview

Sports are more than just fun recreational activities. They have helped to shape the landscape and culture of America. Learning the basic concepts and important people of baseball and football will demonstrate how people of varied backgrounds come together for these common American traditions.

Purpose

In this lesson students will learn about sportsmanship, participation and cooperation, rules and consequences, and traits of character while exploring how America's favorite pastimes have impacted human and physical features of the land.

Materials

- Student Worksheets
 - Winning Isn't Everything: Putting the "Sports" in Sportsmanship
 - Images for Note Cards (optional)
 - Play Ball! Baseball Fact Sheet
 - Baseball Diamond Map
 - What was here before the baseball diamond?
 - Touchdown! Football Fact Sheet
 - Football Field Map
 - What was here before the football field? Map (blank)
 - Rules & Consequences Baseball Fact Sheet
 - Rules & Consequences Baseball Play Book
 - Rules & Consequences Football Fact Sheet
 - Rules & Consequences Football Play Book
 - Share & Compare Graphic Organizer
 - Baseball Hero: Jackie Robinson reading & Worksheet
 - Football Hero: Pat Tillman reading & Worksheet
- Note Cards with words "Baseball" or "Football" or Images for each sport
- Dictionaries

Objectives

The student will be able to:

1. Identify how sportsmanship and other character traits relate to sports and real life.
2. Describe the basic rules and consequences of two major U.S. sports (baseball and football).
3. Examine the people who have made a significant impact on each of the two major U.S. sports (baseball and football).
4. Express how sports have impacted the culture and landscape of the U.S.

Procedures

Prior Knowledge: Students should have familiarity with the character traits (honesty, courage, cooperation, respect, trustworthiness, responsibility, fairness, and citizenship). If they have not been introduced, a mini lesson describing each character trait would be necessary.

Note: Teachers can do one or all of these activities.

SESSION ONE

1. Begin the lesson by writing "Sportsmanship" on the board. Ask students to write down a definition of

- this word. Tell students to hold onto these (they will be revisited at the end of class).
2. Distribute the Winning Isn't Everything: Putting the "Sports" in Sportsmanship student worksheet.
3. Call on students to read aloud the introductory paragraph. When a student reads the sentence about qualities of good character (sentence 3), write the character words on the board. Then proceed with the remaining sentences.
4. Have students independently match the character traits to the scenarios.
5. Then read each character trait aloud, one at a time, and take a class poll as to which scenario is correct. Make sure students leave with correct answers.
6. Have students return to their definition of "Sportsmanship" from the beginning of class. On the blank side have them revise their description of sportsmanship based on the day's lesson.

SESSION TWO

1. As students come in the door, randomly hand each a note card with "Baseball" or "Football" written on it.
2. Once all students have arrived, draw a line down the center of the board. On one side write "Football" and "Baseball" on the other side.
3. Ask all students with a "Baseball" note card to go to the designated side of the board and all students with a "Football" note card to go to the other side.
Note: If classroom space is an issue, you may also call students up one at a time.
4. Ask each student to write one word that is associated with that sport. Let students know that words cannot be repeated, so if someone else writes the word they were thinking of, they will have to come up with something new. Allow students to ask classmates for help if necessary.
5. Explain that these words express how these sports have made an impact on American culture and how these sports have become part of tradition for the many diverse groups of people living in the U.S.
6. Tell students that these sports have also made an impact on the American landscape.
7. Hand out the Play Ball! Baseball Fact Sheet, Baseball Diamond Map, and What was here before the baseball diamond? Map to all students with a "Baseball" note card.
8. Hand out the Touchdown! Football Fact Sheet, Football Field Map, and What was here before the Football Field? Map to all students with a "Football" note card.
9. Have students look at the words listed on the Baseball or Football Fact Sheet and then circle the

words that match those written on the board/overhead.

10. Working in small groups within the same sport, ask students to read over their sport fact sheet and discuss the Description, Equipment, Players, and Play Area (Diamond/Field) of the sport. Encourage students to describe to one another things that may be unfamiliar to some.

11. Have students continue onto the Baseball Diamond/Football Field Map and label the items listed in the Play Area (Diamond/Field). Encourage students to work as a "team" to get everything labeled.

12. Next, using the school Baseball Diamond/Football Field (or other local play areas they can relate to) as an example, students will draw what they think the physical landscape looked like before humans built the Baseball Diamond/Football Field. Stress that they need at least 5 human or physical elements in their maps.

13. On the back of their "Baseball" or "Football" note card, ask students to write one way their sport changed the human elements (culture) and one way their sport changed the physical elements (landscape) of America.

SESSION THREE

1. On the board, write the words "Home Rules", "Class Rules", and "City/State/Federal Rules (Laws)." Call on select students to give an example of each of these. Explain that just like there are rules in these places, there are also rules in sports.

2. Hand out Rules & Consequences Baseball or Football Fact Sheet and Rules & Consequences Baseball or Football Play Book Template to all students who had a Baseball or Football note card from Session Two.

3. Ask students to read through their Rules & Consequences (Baseball/Football) Fact Sheet. This can be done silently or aloud in small groups.

4. Have students look at the Rules & Consequences Play Book Template. Explain that they will go back and re-read each step (#1-6) and then draw a picture to illustrate How to Play Baseball/Football and one Consequences.

5. Once everyone has finished, hand out the Share & Compare Graphic Organizer. At this point, students will pair up with someone from the *opposite* sport.

6. Working together, students will complete the Share & Compare Graphic Organizer to determine which Rules & Consequences are unique to Baseball only (top half), Football only (bottom half), and which of those apply to both (to be written in the overlapping shaded area).

7. Project a Share & Compare Graphic Organizer and call on students to help fill in each section as a class. Prompt students to fill in any elements they may have left off.

SESSION FOUR

1. Ask students to think about who their favorite athlete/sports star of all time is. Ask them to also think about *why* this person is their favorite. Call on a few students to share their favorite athlete and reason for choosing this person.

2. Remind students that they have been learning about baseball and football and today they will learn about two great athletes, one for each sport.

3. Hand out the Baseball Hero: Jackie Robinson to all students who had a "Baseball" note card.

4. Hand out the Football Hero: Pat Tillman to all students who had a "Football" note card.

5. In small groups, have students take turns reading aloud sections of the Baseball/Football Hero reading and then complete the Baseball/Football Hero Worksheet.

6. Call on one "Baseball" student to explain who Jackie Robinson is and how he made an impact on baseball. Call on one "Football" student to explain who Pat Tillman is and how he made an impact on football.

Assessment

Social Sciences and ELA

Winning Isn't Everything: Putting the "Sports" in Sportsmanship: Mastery will be considered satisfactorily matching 80% (or higher) of the character traits with the corresponding sports scenario.

Rules & Consequences Play Book: Mastery will be considered satisfactorily demonstrating knowledge of 80% (or higher) of the Rules & Consequences through appropriate illustrations.

Baseball/Football Hero: Worksheet: Mastery will be considered satisfactorily completing 80% (or higher) of the story questions correctly.

Share & Compare Graphic Organizer: Mastery will be considered satisfactorily identifying *at least three* elements of Rules & Consequences that are unique to Baseball only, Football only, and which of those apply to both.

Social Sciences

Baseball Diamond/Football Field Map: Mastery will be considered to satisfactorily map 80% (or higher) of the Play Area list items with the correct placement onto the map

What was here before the Baseball Diamond/Football Field? Map: Mastery will be at least 5 physical elements that are familiar to the area in which they live are included in the landscape map.

Extensions

Math- Have students create various word problems and solutions using baseball and football scoring and point scenarios.

Science- Have students poll the school about which character trait is most important in sports. Ask students to record data in an organized and appropriate format.

Social Studies- Explore other ways people from diverse backgrounds come together through American traditions and culture.

- *Other sports*
- *Holidays*
- *Music*
- *Movies/Television*

Writing- Write formal business letters to one of the major league sports teams expressing qualities of character of their favorite athlete.

OR

Write formal business letters to one of the major league organizations asking about the rules and consequences.

Visual/Performing Arts- Learn and sing the lyrics to traditional sports songs (i.e. "Take Me Out to the Ball Park").

Sources

Good Sports: Baseball Heroes, Glenn Stout. 2010 (ISBN 9780547417080)

Good Sports: Soldier Athletes, Glenn Stout. 2011. (ISBN 9780547822129)

Baseball/Football Hero Story Info
www.biography.com

Major League Baseball,
Game Rules & Consequences
http://mlb.mlb.com/mlb/downloads/y2011/Official_Baseball_Rules.pdf

National Football League,
Game Rules & Consequences
<http://www.nfl.com/rulebook>